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ABSTRACT

This document contains three papers from a symposium on advancing the human resource development (HRD) profession through journals. "The Role of the 'Human Resource Development Quarterly' in Shaping the HRD Profession: An Eight-Year Perspective" (Gary N. McLean) describes the journal's purpose, format used to meet purpose, success in meeting purpose, how HRD professionals become involved with the journal, how authors can increase the possibility of publication, and the journal's future. "An Update on 'The International Journal of Training and Development'" (William J. Rothwell) addresses the journal's scope (reporting of high quality research, analysis, and debate), emphasis, submission of articles, and submission of other materials. "Guidelines and Suggestions for Publishing HRD Research and Theory in 'Adult Education Quarterly'" (John M. Dirkx, Sean Courtney) provides an overview of the journal, including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications in the fields of HRD and adult education. (YLB)

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ACADEMY OF HUMAN RESOURCE DEVELOPMENT

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23 Advancing the Profession Through Journals

Chair: Richard A. Swanson, University of Minnesota

The Role of the *Human Resource Development Quarterly* in Shaping the HRD Profession: An Eight-Year Perspective
Gary N. McLean, University of Minnesota, St. Paul & Editor, HRDQ

An Update on The International Journal of Training And Development
William J. Rothwell, The Pennsylvania State University & North American Editor, IJTD

Guidelines and Suggestions for Publishing HRD Research and Theory in Adult Education Quarterly
John M. Dirkx, Michigan State University & Editor, AEQ
Sean Courtney, University of Nebraska-Lincoln & Editor, AEQ

Performance Improvement Quarterly
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Human Resource Development International
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The Role of the *Human Resource Development Quarterly* in Shaping the HRD Profession: An Eight-Year Perspective

Gary N. McLean, University of Minnesota, St. Paul
Editor, Human Resource Development Quarterly

The contents for the eighth volume of the Human Resource Development Quarterly, the Academy's (and ASTD's) refereed journal, has now been determined. During its eight years, the journal has matured in providing an outlet for scholarly presentation and debate of HRD issues as counterbalance to the popular press. It has fostered community among multi-disciplinary professionals. Authors, reviewers, and board members represent a wide range of field backgrounds, research methodologies, experience levels, and foci. Acceptance rate continues to run at about 30%. Suggestions are made to enhance the possibility of potential authors having their manuscripts accepted.

Every academic field is marked by its literature. The more mature the field, the more developed are the scope and quality of the literature available to its members. Throughout its relatively young life, the field of human resource development, and its component fields of organization development, personnel training, and career development, have been well served with quality, practitioner-oriented journals and newsletters. The same, however, cannot be said of the scholarly or academic literature available to members of the profession, though this situation, fortunately, is changing, in large part through the contributions of the *Human Resource Development Quarterly* during its eight years of existence. While the field of human resource development, perhaps more than many fields, has been susceptible to the whims and fancies of fads as they come and go--from programmed instruction to accelerated learning, re-engineering, adventure learning, right- and left-brain theories, Myers-Briggs Temperament Indicator, learning organizations, chaos theory, cultural assimilators, 360-degree feedback, mind maps, appreciative inquiry, large group strategic planning, scenario planning, and the endless list that confronts us at every conference and in each new "best-seller" in the field--HRD is beginning to mature, as marked by some of the journals represented at this conference. Further, new journals are emerging, such as the other journal owned in part by the Academy, the *Human Resource Development International*, which fill another important role of providing a bridge between scholarly inquiry and practice. There is an important role to be filled by journals in all three areas.

The *Human Resource Development Quarterly* (*HRDQ*) has played an important role in this field's maturing process. In the beginning, there was a long gestation period before the *HRDQ* was birthed by the Research Committee of the American Society of Training and Development with ASTD as the sponsor, the (then) Training and Development program at the University of Minnesota as its temporary home, and Jossey-Bass as its publisher. Beginning with the eighth volume, the Academy of Human Resource Development joined ASTD as co-owners of the journal. The Ohio State University, the home of our new editor, Ron Jacobs, has been part of this partnership for the past four years. As of this conference, a new partnership will be formed with the naming of a new associate editor.

From my perspective of four years as associate editor and four years as editor, it is exciting to see these new partnerships emerging. The maturing process of the journal and of the field are obvious from this eight-year perspective. The Academy of Human Resource Development, from its inception, has distributed the *HRDQ* to all of its members. This will, of course, continue in the new ownership agreement. The American Society of Training and Development has made the *HRDQ* one of three options provided to all members at no additional

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cost beyond membership, and we anticipate even more subscriptions through ASTD's reduced subscriptions to those not selecting that option. Subscriptions have climbed to about 6,000, and the projection is for about 14,000 by year end. The quality of journal articles continues to be high. The manuscript flow is good, leaving the journal in a position of having manuscripts allocated a couple of issues out. The inception of the Richard A. Swanson Award for Outstanding *HRDQ* Article has recognized outstanding scholarship presented in the journal. Respected scholars are members of the journal's Editorial Board. Many highly respected and emerging scholars provide an exceptionally comprehensive review process, and the Associate Editor vacancy attracted outstanding candidates. All of these are signs of the maturity that the journal has achieved over its eight-year life.

Purpose

In the first issue, Swanson (1990) described a vision for the role that the *HRDQ* could play:

> Many of us see *HRDQ* as the start of a community of HRD scholars. I believe this research quarterly will provide the intellectual footing and research credibility HRD requires to mature as a field of study and practice. (p. 2)

Swanson went on to describe the eclectic nature of the HRD field, coming as it does from such diverse backgrounds. The hope of the early champions was that the *HRDQ* would serve as a venue for a wide range of backgrounds of authors committed to HRD, whose publications previously appeared in the foundational areas of their expertise but were then not widely available to others in the HRD field. Experience has borne this out. Authors have come from adult education, vocational education, mineral engineering management, public administration, management, political science, labor education, industrial relations, and many more. Practitioners and consultants, in addition to academics, are also authors.

Another form of inclusiveness to which *HRDQ* has been committed has been to provide outlets for both quantitative and qualitative research (as imperfect as these descriptors might be) and to integrate the philosophies of human development and human capital.

Format Used to Meet Purpose

From the beginning, the format of the journal has remained the same:

* a feature article, usually refereed, with one or two invited responses, and, sometimes, a response from the feature article author
* refereed articles, usually two to three per issue
* forum section, which includes scholarly non-refereed articles that are designed to explore controversial concepts within the field, challenge existing theory, suggest research hypotheses that have not yet been tested, respond to articles published earlier, and so on; again, usually two to three per issue
* media reviews, including materials that might not fall obviously into human resource development, such as research, economics, and future studies, for example; again, generally two to three per issue

It is not always easy to stay with this format. Getting the right mix of manuscripts in time to assemble an issue requires coordination, hard work, and just plain luck! The most difficult task has been identifying a feature article in sufficient time to identify invited reaction authors, and it has been even more problematic to get the reactions to the feature author for a "final word."

Success in Meeting Purpose

How successful have we been in meeting these specific diversity objectives? With the number of manuscripts received exceeding 400, we continue to receive a wide range of recommendations (from 4 or 5 reviewers) on every manuscript, reflecting, I think, the diversity of reviewers available to us. One of our ongoing struggles as editors is to determine our roles vis-a-vis the role of the reviewers in determining which manuscripts to pursue for publication. Another interesting phenomenon, from my perspective, is the difficulty in finding manuscripts for the forum section as compared with the refereed section. Finding a "Feature" article is an even more difficult task.

I believe that we have filled at least a small role in providing opportunities for fields within HRD to talk with one another, and this has created synergy within the field. Yet, just as the Academy continues to struggle to answer the dilemma of what some perceive to be a dichotomy between theory (research) and practice, so, too, do we struggle in the *HRDQ* to find adequate ways to reflect research and practice interests.

With other fine journals around, and others emerging, we have been pleased to see that we continue to receive an adequate flow of manuscripts, and, while obtaining the quality desired has not been as easy, we have succeeded in maintaining a high quality. Through eight volumes, we have not had to compromise on quality, and we have met our page length goals and have submitted manuscript to the publisher (close to) on time.

It will be very interesting to see what happens to the new subscriptions that have emerged from ASTD's new program. Many of these subscribers are (and will be) practitioners rather than academic scholars. Our traditional subscribers have been academics, with others being libraries, corporations, and academic departments. How well does the *HRDQ* speak to practitioners? How interested are practitioners in reading about theoretical underpinnings for practice? This will be a major measure in the future of how well the field of HRD is continuing to mature.

Another objective that has never been stated explicitly, but has clearly been met, has been to provide an outlet for advanced graduate students' work. While media (books, software, video) reviews have been primary outlets, even including instructor assignments from which one or two might be of sufficient quality for publication, advanced graduate student authors have made significant contributions to the forum and even the refereed sections of the journal. We have also reached an agreement with the Donald Bullock Outstanding Dissertation Award Committee of ASTD (which this year will be jointly offered by AHRD and, in the future, will become solely the responsibility of the Academy) to publish an article based on the winning dissertation each year. The Academy is also sponsoring an award for outstanding masters paper, which may also be a source for an *HRDQ* article.

Another area of diversity in which we have interest is supporting and encouraging a wide range of research methodologies, including both quantitative and qualitative approaches. In spite of that desire, however, a 1995 customer survey conducted by Jossey-Bass to determine reactions of subscribers to the journal found that, while there were very few concerns about the journal, and that there was widespread agreement that the scholarly level of the journal was appropriate, there was a feeling that there were too many quantitative articles. To check the validity of this observation, I analyzed the 13 refereed and 10 forum articles published in volume 6 (omitting the invited reactions). Of the 13 refereed articles, 8 were positivistic (descriptive, experimental, relational, quasi-experimental), while 5 were qualitative (one each of interpretive, case study, historical, grounded theory, and review of literature). Of the 10 forum articles, 1 was positivistic, 4 were reviews of literature, and 5 were opinion or "thought" pieces. So perhaps in the refereed section, there was some validity to the observation. I have repeated this process for 1996 (volume 7). The results are markedly different from the previous year. Of the 12 refereed articles published, only 3 were positivistic. The remainder reflected qualitative case studies (2), review of the literature (3), theory development (2), observer-participant, and critical incident. As in the previous year, the forum articles continued to reflect a strong bias toward "opinion" pieces: 7 of the 9 fit this category, with one each of positivistic and theory development. The question is, what "should" the "proper" balance be? Is it half and half? Our editorial approach has been to

encourage every type of research and to hold each to standards of quality appropriate for the type of research methodology used. The change from 1995 to 1996 is not a reflection of a change in editorial policy. Rather, it is a reflection of a change in manuscripts submitted. Perhaps the perception has now developed to affirm qualitative or non-positivistic research methodologies.

This balance and quality were also exemplified in the number of articles selected from the *HRDQ* for inclusion in the Academy's *Human Resource Development Research Handbook: Linking Research and Practice*'s chapter on exemplary research. Many others could have been chosen, but were not, to provide a balanced perspective of journals in the field.

How Can HRD Professionals Become Involved with the *HRDQ*?

In addition to being consumers, HRD professionals can participate in the life of the *HRDQ* in many ways:

1. ***As an author in the refereed section*** These 20-25 page manuscripts need to meet the rigor of criteria applied to research and are reviewed by a panel of five.
2. ***As an author in the forum section*** These manuscripts--thought pieces, pilot studies, reactions to previously published articles, and so on, are generally much shorter than those in the refereed section and are reviewed by the editor for acceptance.
3. ***As a media reviewer*** Each issue contains a review of books, software, videotapes, and other media. Material for review is provided if desired. The publication date must be within a year of being current. These manuscripts are reviewed by the associate editor for acceptance.
4. ***As a referee/reviewer*** We are always in need of reviewers for submitted refereed manuscripts. We want scholars who are themselves published in refereed journals who are willing to make the professional contribution of a significant amount of time to produce quality reviews. We are especially in need of people with skills in various qualitative areas of research, and, at the moment, we need people with some background in the broad field of human resource management.
5. ***As an editorial board member*** Each year, we replace two to three board members for a three-year term. The commitment required is to attend the annual board meeting, associated with the AHRD annual conference, and to participate actively in supporting the journal during the year.
6. ***As associate editor and editor*** Every four years, a new associate editor is selected. Ron Jacobs will succeed to editor beginning with Volume 9 (in mid-1997). An associate editor will be selected during this conference. The commitment is for eight years: four as associate editor and four as editor. This person will normally come from the editorial board or, at minimum, the pool of referees/reviewers.
7. ***As a booster*** Does your library subscribe to the *HRDQ*? Does your company (or a company you know) support the *HRDQ* as a contributor or supporter? Both of these processes are critical to the ongoing survival and success of the journal.

Participation in any one of these roles will forward the agenda of human resource development, as well as provide a platform for the participant's own personal growth and development. The editorial staff is very willing to work with anyone in any of these roles to improve the possibilities of success in completing the desired task.

How Can Authors Increase the Possibility of Publication?

Every manuscript has its own idiosyncrasies. Having said that, however, there are definitely things authors can do to improve the odds of having their manuscript selected. Based on my review of over 400 manuscripts submitted to the *Human Resource Development Quarterly*, and at least 100 more as Executive and Consulting Editor for the *Journal of Education for Business*,

and as chair of the editorial board of the *Journal of Vocational Education Research*, here are suggestions for handling the most frequently occurring problems faced by authors. Some are easily remedied; others are more difficult.

1. Use the format specified by the journal, no matter how inappropriate you believe them to be or however unfamiliar you may be with the style. *HRDQ* requires the use of the fourth edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 1994). It has been quite amazing to me how many authors totally ignore this requirement. When manuscripts are returned to be put into this format, the revisions often come back incorrectly using the specified style. It is difficult to believe that authors actually think that editors will do this for them.
2. Have your article edited by someone with excellent writing skills, even if you have to pay for it. Often, we receive reviews back from reviewers with negative recommendations for publication, yet the comments made hardly address content. The writing is often so poor that reviewers are not able to see past the poor writing. This is especially important for authors for whom English is not their primary language. While the journal is committed to being an international journal, the language of the journal is English. An appropriately written manuscript in the language of publication is important for success with reviewers and the editors.
3. Review guidelines before submitting the article. How many copies are required? (We require six.) Who are the copies to be sent to? (We want them sent to the editor.) What is required to insure a "blind" review? (We request a separate title page that can be removed prior to blind review, and all references to "my work" or any other internal references that would provide clues of authorship must be removed.) Failure to follow these guidelines can add immeasurably to the time required for the review process.
4. Make the relevance to HRD clear and explicit. Our experience is that we receive many manuscripts that are implicitly appropriate for publication in the *HRDQ*, but the authors leave it up to the reviewers, and ultimately the readers, to make the connection. We want such connections to be explicit.
5. Describe methodology completely. Readers should not be left guessing about what was done or why it was done. This section doesn't have to be lengthy, it just has to be complete.
6. Avoid the formalities of a dissertation. Over the years, traditions have developed about the format and structure of a dissertation. Because most graduate students do not get the experience of writing for publication, their own model for writing continues to be the dissertation. Such structure is not appropriate for a published article. Potential authors are, hopefully, subjected to reading lots of journal articles. These should be examined prior to writing for publication. As just one example, hardly ever are hypotheses listed in a journal article as they often are in dissertations. Rather, research questions are posed.
7. Be internally consistent with the methodology of your study. If your methods section indicates that certain steps were followed, the reader should legitimately expect that the findings would reflect these steps. If a qualitative study is described, then one should expect to see this methodology carried out throughout the article.
8. If your study is positivistic, and you are wanting to generalize your findings, be sure that the population is defined, your sampling is described, and your sample is adequate. Response rate also has to be adequate, or the burden of the argument is on you to make the case for its acceptability.
9. In positivistic studies, you must provide reliability and validity data. These are not optional requirements; they are essential in supporting the appropriateness of the findings presented.
10. If your manuscript includes statistical analyses, provide a computer disk of your raw data. All of our statistical manuscripts are reviewed by a statistical reviewer. If a computer disk is available, assumptions behind the statistical tests can be checked and

alternatives explored. If the disk is not available, long, complex letters may be required, and both parties may be left discontented with the results.

11. A qualitative study is not an excuse for a lack of rigor. In some ways, there is still a struggle going on about what criteria to use in evaluating a study that does not use traditional positivistic approaches. Our experience with reviewers, however, is that there is a belief that qualitative articles do not generally meet quality standards--not because qualitative articles are less acceptable for publication (they aren't), but because the same rigor is often not applied.
12. Respond to the editors' feedback quickly. We make detailed recommendations to every author on ways in which the article can be improved. It then becomes the author's responsibility to respond to those suggestions, either by incorporating the changes into the manuscript or by telling the editors why those suggestions are not appropriate and why they have not been incorporated into the manuscript. Getting the revisions back to the editors quickly can also enhance the probability of publication. In any case, it will definitely be given faster consideration.

Where Do We Go from Here?

The journal now moves to a new era, with a new editor and a new associate editor. Further, the *Human Resource Development Quarterly* will need to be clear about its purpose and role within the profession, as new journals in the field continue to emerge, as the field itself continues to mature. The profession and its professionals need to continue to take responsibility for its journals as all of our journals play an important role in shaping the HRD community.

I am confident that Ron Jacobs, as the new editor, would be pleased to receive feedback that will help the journal continue to improve. Further, Ron, Brent Mattson (our Managing Editor), the newly elected associate editor, and myself will all be willing to talk with you about any aspect of your involvement with the journal. The *HRDQ*, with your help, will continue to be the premier scholarly journal in the field.

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An Update on *THE INTERNATIONAL JOURNAL OF TRAINING AND DEVELOPMENT*

William J. Rothwell
The Pennsylvania State University

Many observers of the HRD field have long felt there was a need for a major journal in the field that would focus internationally, doing what is possible to bring together the scattered research going on around the world. That led to The International Journal of Training and Development, sponsored by Blackwell's.

The Journal's Scope

The *International Journal of Training and Development* (IJTD) aims to provide an international forum for the reporting of high-quality research, analysis and debate for the benefit of the academic and corporate communities as well as those engaged in public policy formulation and implementation. The scope of the *Journal* is training and development, broadly defined. That includes the determinants of training, training and development practice, and policy and strategy.

The Determinants of Training. Examples of appropriate topics include:

- Specifying and testing the explanatory variables which may be related to training
- Identifying and analyzing specific factors which give rise to a need for training and development as well as the processes by which those needs become defined, for example, training needs analysis
- The need for performance improvement
- The training and development implications of various performance improvement techniques, such as appraisal and assessment
- The analysis of competence

Training and Development Practice. Examples of appropriate topics include:

- The design, development and delivery of training
- The learning and development process itself
- Competency-based approaches
- Evaluation: the relationship between training and individual, corporate and macroeconomic performance

Policy and Strategy. Examples of appropriate topics include:

- Organizational aspects of training and development
- Public policy issues
- Questions of infrastructure
- Issues relating to the training and development profession

The *Journal's* scope encompasses both corporate and public policy analysis. International and

comparative work is particularly welcome, as is research which embraces emerging issues and developments.

The IJTD publishes research which ranges from the theoretical, conceptual and methodological to more policy-oriented types of work. Research may or may not be empirical and may be qualitative or quantitative.

The Journal's Emphasis

Because the principal purpose of the IJTD is to encourage an international dialogue in the field of training and development, the editors are particularly interested in work which is international or comparative.

The Journal also seeks to be genuinely multidisciplinary and this concern is reflected in editorial policy. Articles adopting an interdisciplinary approach are particularly welcome.

The IJTD's editors are keen to strengthen the links between academic work and policy and practice and wish to encourage research which can demonstrate a potential significance in this respect.

Submission of Articles

The Journal takes a unique approach. This section describes that approach as well as the referee process, desired manuscript length, number of copies to submit and other information relevant to article submission.

Approach. The Journal is focused on an international, multidisciplinary readership that links academic work and professional practice.

International Readership. The IJTD has an international readership. It is likely that only a minority of an article's readers will be in the country of the author. Contributors are asked to bear this in mind, for example, in the use of language and in making any assumptions about the reader's knowledge of the country in which the research has been undertaken. Authors would ensure that their articles are intelligible to those who may not be familiar with the traditions, infrastructure and policies of their particular countries. It is likely that one of the referees asked to comment on an article submitted for publication will be from a country other than that of the writer.

Multidisciplinary Readership. Any terms, concepts or methods which are specific to a particular discipline should be explained so that they can be understood by readers from outside that discipline.

Links Between Academic Work and Professional Practice. The IJTD is read by practitioners and policy makers as well as by academics and it is part of editorial policy that the Journal provides a bridge between academic work and professional practice. Where appropriate, authors should indicate any potential significance that their work may have for training and development policy and practice.

Refereeing. All articles submitted to the IJTD are sent out for refereeing under the conventional 'double blind' system.

Length. Articles should be between 5000 and 9000 words in length. An accurate word count (including references) should be provided. Tables and figures should be counted by treating the space they occupy as an equivalent number of words.

Number of Copies and Format. Four copies of articles are required. They must be typed on A4 paper, on one side of the paper only, double-spaced and with margins. Each copy should have a cover sheet containing its title and the name of the author(s). All work submitted should be checked

carefully for typing errors, spelling mistakes and other faults. Pages must be numbered.

Footnotes and References. Footnotes are additional material which, while amplifying the text, are more conveniently discussed separately. They should be marked in the text by the use of asterisks (*) and daggers (†) and placed at the foot of the relevant pages. They should, however, be kept to a minimum, and wherever possible, be incorporated into the text. References indicate the precise sources of books, articles, statistics etc. cited in the text. These should be marked by the usual convention of numbers and grouped together at the end of the article. Examples are provided below:

Footnote. Examples of footnote style are shown below:

In the text	It should be stressed, however, that in Britain apprenticeship was historically given little state support and government intervention was minimal.*
At the foot of a page	*Under the sixteenth century Statute of Artificers, an apprenticeship was a legal requirement for practicing certain trades. This was narrowed by common law judges and abolished in 1814.

Reference. Examples of reference style are shown below:

In the text	They also sought to develop modular methods of training, to increase the amount of off-the-job training, and to set new standards for apprenticeships which placed less emphasis on time-serving [10].	
At the end of the article	10	Senker, P., *Industrial Training in a Cold Climate.* Avebury, Aldershot, 1992, Chapter 7.

Tables and Graphs. These must be numbered consecutively, checked for accuracy and clearly presented. Extensive use of either should be avoided to minimize printing costs.

Mathematical and Econometrical Material . Algebraic equations and models should be used only when they clarify or advance the argument. Where used their implications should be discussed in the text while data and methodological discussions are confined to a technical appendix.

Copyright. Authors must indicate if their articles have been submitted or published elsewhere even if in a different form. If subject to copyright then clearance must be obtained and sent to the Editor. Work which is to be in a book prior to its publication in article form is not acceptable. All articles published in the IJTD are subject to the Journal's copyright and may not be published elsewhere without the Journal's consent.

Autobiographical Note. Each contributor should supply, with his or her manuscript: full name, postal address, telephone number, fax number, appointment or job description, name or organization (and whether this may be published) and a summary of experience, achievements and qualifications, whether business, professional or academic. The autobiographical details will be used for the "in this issue of IJTD" page.

Abstract. Authors should include four copies of an abstract of 100-150 words, double-spaced. This should be on a separate sheet containing the title of the article but no material by which the author(s) can be identified.

Submission of Other Materials

Books for Review. Review of significant books are commissioned by the Managing Editor.

Register of Current Research. This will provide the basis for an occasional feature in IJTD. Researchers wishing to publicize their work should send concise summaries to the Managing Editor.

Editorial Addresses

USA and Canada. In the U.S.A. and Canada, submit articles to:

- Professor William J. Rothwell
  North America Editor
  International Journal of Training and Development
  Department of Adult Education, Instructional Systems and Workforce Education and Development
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Rest of the World. In the rest of the world, submit articles to:

- Pam Arksey
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Guidelines and Suggestions for Publishing HRD Research and Theory in *Adult Education Quarterly*

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Sean Courtney
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This article provides an overview of Adult Education Quarterly (AEQ), including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications in our respective fields.

The purpose of this article is to familiarize HRD researchers with *Adult Education Quarterly (AEQ)* as a potential outlet for publication of their scholary articles. We will discuss the scope of AEQ , kinds of articles that are published in this journal, how it relates to the field of HRD and other journals in adult education, its editorial policies and guidelines, and how its current editors view the future of research within the fields of HRD and adult education. The views that are expressed in this article reflect those of the current editors and not necessarily the field as a whole or *AEQ*'s sponsoring agency.

Background of the Journal

The journal was originally founded in 1929 as *The Journal of Adult Education* but the name was changed in 1983 to *Adult Education Quarterly (AEQ)*. In its more formative years, the journal sported many opinion and descriptive pieces, the thoughts of leading adult educators, musings on the growth and direction of the nascent discipline called "adult education", and the first glimmerings of theory and research. Over the years, various comparative surveys of the journal have noted the trends and themes of most interest to authors and researchers. The journal has increasingly emphasized research and theory within the field of adult and continuing education. Currently, this emphasis represents the primary focus of *AEQ*.

AEQ represents one of a number of publications throughout the world that are devoted to issues related to adult learning. The journal enjoys the reputation of being the premier North American research journal representing the field of adult education, and is one of only a handful of journals in the world dedicated to research and theory in adult and continuing education. Journals such as *Convergence*, the *International Journal of Lifelong Education*, and *Studies in Continuing Education* represent the international reach of research and theory in the field. *AEQ* is also a frequent outlet for adult education scholars across the globe. The continuing learning of adults is, however, also of concern to the professions. It is not uncommon to find related journals, such as the *Journal of Nursing Continuing Education*, addressing the subject of adult learning. Other journals, such as *Adult Learning*, deal more directly with and attempt to specifically address practitioner concerns. Scholars within the field of HRD who are concerned with matters of theory and research impacting the adult as learner can find publishing outlets in many educationally-based journals here in the United States, in Canada, and abroad. Insofar as the field of adult education can be judged to include issues around training and settings which include business and industry, AEQ has over the years reflected in its pages theory and research of an HRD nature.

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Editorial Policy

Adult Education Quarterly (AEQ) is committed to the dissemination of knowledge derived from disciplined inquiry in the field of adult and continuing education. With a circulation of about 5000, *AEQ* is published January, April, July, and October, under the sponsorship of the American Association for Adult and Continuing Education (AAACE). *AEQ* publishes articles representing a broad range of methodological approaches, including: a) empirical studies which use critical, action, participatory, experimental, quasi-experimental, correlational, descriptive, historical, philosophical, qualitative, or interpretive methods; b) theory-building articles; c) interpretive reviews of the literature (position statements or reasoned critiques of articles previously printed in *Adult Education Quarterly*); d) essay reviews (commissioned by editors); and e) book reviews. We have continued having a forum section, which is designed to publish shorter position papers related to the field. As of the Spring, 1996 issue we are initiating a "Letters and Opinion" section in the Journal. This section will provide readers with an opportunity to express particular views and responses they may have to articles published in *AEQ*.

For featured manuscripts and Forum articles, three broad criteria are used in the review and selection process. First, articles must be important in that they significantly advance knowledge and theory. Second, all material must be accurate and technically sound. Finally, articles must be well crafted; that is, they must be clear and well organized. In preparing a manuscript for submission, authors are encouraged to consider the following strategies:

1) Study the Editorial Policy and its sections on guidelines to insure that your manuscript falls within the scope of the journal and will meet stylistic requirements.

2) Consider the Review Criteria (Section E of the Editorial Policy) in developing and crafting your manuscript.

3) Study back issues of *AEQ* and its predecessor, *Adult Education*, focusing especially on articles of purpose and form similar to your manuscript.

4) Ask at least two colleagues who are objective and honest in their appraisals to critically review the manuscript before submitting it to *AEQ*.

Manuscripts submitted to *Adult Education Quarterly* must be grammatically correct and stylistically consistent. The journal uses the *Publication Manual of the American Psychological Association* (APA), Fourth Edition. Potential authors should consult this publication for rules governing references and citations as well as other elements of grammar and style. All manuscripts need to be typed, double-spaced and the author(s) need to submit four copies, retaining a copy for their own files. The editors are not responsible for returning copies to authors. Articles generally should not exceed 5000 words, including charts, tables and bibliography. Potential authors are strongly encouraged to obtain and follow Editorial Policy Guidelines for specific information on technical requirements for manuscript preparation.

Manuscript Review Procedures All manuscripts submitted for consideration for publication in *AEQ* are subjected to a systematic review process. The manuscript is first examined to determine if it conforms to the editorial guidelines for the journal (i.e. if it is "in scope"). Manuscripts considered to be "out of scope" are returned to the author(s) with a brief cover letter explaining that they are not acceptable for publication by *AEQ* in their present form and no further review of the manuscript is conducted. Manuscripts determined to be "in scope", as defined in the "guidelines for contributors" (see attachment), are submitted for further review to a panel of consulting editors (CE). Typically, three individuals from this panel are selected to review each manuscript, based on background expertise and knowledge. Decisions as to who will be asked to review the manuscript are made on the basis of the nature of the research question or topic of the manuscript, the nature of the methodology employed, and the availability of CEs. The review process is "double blind," meaning the CEs do not know the identity of the author(s) and the author(s) do not know the identities of the reviewers. CEs are requested to return their reviews within five weeks of the date in which it is sent out. CEs who have not returned their reviews with this time are contacted and requested to complete their reviews as soon as possible. In the event that a particular CE cannot complete the review within this time frame, another CE may be selected for the manuscript in question.

After all reviews have been returned to *AEQ*, they are examined by the editors and final determinations of a) Accept, b) Conditionally Accept, c) Reject and Encourage resubmission, or d) Reject are made, based on the information provided by the CEs. Final decisions on each manuscript are made by the editors of *AEQ*. Letters are then prepared informing the author(s) of the editors' decision. For manuscripts falling into categories (c) or (d), *AEQ* has no further obligation to the authors. The authors are free to re-submit revised manuscripts but they are informed that these submissions will be subjected to a new full review process. Manuscripts falling into category (a) are, for the most part, ready to publish "as is," with little if any revisions required. Manuscripts falling into the "Conditionally Accept" category require at least some revision before they will be fully accepted for publication. The conditions that must be met before this happens are carefully detailed in cover letters to the authors of these manuscripts. These letters clearly specify that the manuscript will not be published until these conditions have been met to the satisfaction of the editors. In some instances, the revised manuscript may be sent to one or more of the CEs who initially reviewed it for their feedback. When the conditions have been satisfied the authors are informed by letter that the manuscript is now ready for publication.

When a manuscript is accepted, the author will be notified and informed about the next steps in the publication process. To expedite the editing and publishing process, authors of accepted manuscripts will be asked to provide their final version on IBM-compatible or Macintosh floppy disks. Manuscripts produced using WordPerfect 5.1 for DOS or Microsoft Word 4.0 through 5.1 for Macintosh are preferred.

Manuscripts submitted to *AEQ* should not be under consideration for publication by any other journals, nor should they have been published previously in any form (see "Warrant Statement" in Section C). A paper may, however, have been presented at a meeting or conference. In such cases the author should state where and when such a paper was presented. After acceptance, a paper may not be published elsewhere without written permission from AAACE.

Review Criteria The following are used to review research papers submitted to *Adult Education Quarterly*:

1) *Importance of the Problem*. A problem or subject addressed by a manuscript should contribute to knowledge or theory pertinent to adult and continuing education. Importance is enhanced when a paper promotes understanding, or improvement of practice.

2) *Background*. Through the abstract and a brief introduction, readers should be provided with sufficient background information to understand the problem being addressed.

3) *Purpose*. Whether stated generally or in greater detail—as is the case with hypotheses—the purpose of the paper should be clearly and unambiguously stated.

4) *Literature Review*. Research and scholarship should be linked to relevant literature and theory. The applicability of the research and the quality of the discussion are more important than the length of the review.

5) *Approach and Procedures*. The approach and procedures must be appropriate for addressing the stated purpose(s) and research question(s).

6) *Findings*. Findings must be presented and documented to show clear relationships to the purpose(s) and research question(s). Evidence needed to support conclusions must be clearly identified, including the presentation of statistics, charts, and graphs, use of quotations, observational data, references, and citations.

7) *Conclusions*. Conclusions and logical inferences should be pertinent, clearly drawn, and convincingly supported by evidence.

8) *Readability*. All manuscripts must be well-organized, well-written, and readable.

Book Reviews Book reviews are solicited by the Book Review editor. These reviews are not submitted for blind review but are reviewed and edited by the review editor. Decisions as to the books to be reviewed and who is asked to review them are also made by the Book Review editor. "Essay Reviews" of a series of books on selected topics are occasionally commissioned by the editors of *AEQ*. These essay reviews are not submitted for review but are handled by the editors themselves. If you have suggestions for books to be reviewed, or if you should like to review a book, contact: M. Carolyn Clark, Dept. of Education-HRD, 615 Harrington, Texas A&M University, College Station, Texas 77845; Tel: 409-845-4086.

Disposition of Manuscripts Submitted

We receive approximately 100 manuscripts per year. Over the tenure of our editorship, the average acceptance rates have varied between 20 and 30 percent. The content of manuscripts, as well as the authorship, reflect our commitment to diversity within the field of adult education and our intention to encourage more articles focused with an international perspective. Methodologically, we continue to accept and publish manuscripts that represent quantitative, qualitative, historical, and philosophical perspectives.

Reflections and Future Directions

While HRD topics have not appeared prominently in the various surveys of articles published in *AEQ*, the subject has nevertheless received attention within the pages of the journal. Examples of these include Karen Watkins' recent essay review on the definition of HRD and Blomberg's piece on cost-benefit analysis for training. This list might also include pieces which are less overtly HRD-specific but have had to do with adult education in workplace settings. Joyce Stalker's article on "Deconstructing the Myth" illustrates this kind of HRD related article.

HRD researchers are invited and encouraged to submit their work for consideration in *AEQ*. Our position as editors (and hopefully speaking for our editorial board) is that articles are not considered primarily on their ideological persuasion but on their scholarship and contribution to research and theory in the field. The journal seeks top quality manuscripts whatever their political or ideological hue as long as they fall within the scope of the journal. There are too few scholars conducting rigorous research or advancing theory within our fields. While we do not disclaim the political or ideological contexts in which all research and theory are conducted, these positions should not be used to make decisions on the merit of the scholarship. Our journals should be the place for dialogue and discussion around these differences, not a context for censorship or exclusion.

Trends in Research Methodologies The ascendence of qualitative research within the academic community is influencing editors and publishers of scholarly education journals. Criteria arising from and driven by particular methodological or epistemological approaches are being increasingly called into question. Reviewers and editors alike search for "common ground" amid this growing climate of methodological relativism. For example, as they struggle to find a voice to express their work, postmodernist scholars often tax our review editors and ourselves with their often complex and difficult language. Research designs completely foreign to traditional research are emerging within the qualitative arena and stress our abilities to effectively assess their soundness. Authors struggle to find new ways of presenting findings that are more consistent with the epistemological frameworks within which the research was conducted. Similar to the traditional art critic years ago who wondered whether modernist paintings represented art, we look at these new articles and ask, "Is this scholarship?" What constitutes "good scholarship" within these newer approaches is a question that needs to find space within our journals and we as editors need to begin convening symposia to further the conversation.

In addition to the difficult questions being posed by the nature of this research, reporting it is creating some very practical problems for editors and publishers. The substance of qualitative research studies is often difficult to communicate within the page limits traditionally imposed by editorial policies. Publication of qualitative studies sometimes results in fewer articles per issue, as allowance is made for the expanded nature of these articles. We are being pressured by these scholars to find room in our journals for their work or they will take their marbles and go elsewhere. Many of these papers represent excellent pieces of scholarship and we as editors do not want to lose them to other educational journals. But with the economic pressures that most journals are experiencing, how do we change to accommodate these newer form of research?

Trends in Society Current trends within society are likely to influence the nature of the articles submitted to and considered for publication in *AEQ* and other journals dedicated to adult learning. Increasingly, emphasis in both policy and practice is being placed on the relationship of education and work. While education for work has always been a prominent aspect of the field of adult education, research and theory has largely focused on worker and labor education. Upheavals within labor and rapidly changing economic conditions in many countries throughout the world are likely to place more

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emphasis on this orientation, especially within adult populations. The challenge is to fully understand the complexity of these changes through careful research and theory and to avoid a narrowly focused vocational instrumentalism which is often reflected in the statements and documents of many policy-makers.

These changes are also creating demands for changes in the way higher education sees itself and does its business. We are being increasingly pressured to design educational programs and to conduct research which are more "relevant and meaningful" to the concerns of the "real world." Few of us would disagree that what we do should be relevant and meaningful to the needs of society. What is problematic, however, and should be a focus of our work as scholars, are the questions of who defines these needs, in whose interests are they being pursued, and what do we mean by relevant and meaningful. For those of us responsible for preparing professionals within our respective fields, these questions represent a potential area of scholarly endeavor and should be reflected in the pages of our journals. Examples of these areas of "need" which occupy current public debate are welfare reform and the increasing emphasis on punishment rather than rehabilitation of criminal offenders. Both areas involve education and training of adults as a central element in the debate. Yet one would be hard pressed to find sustained dialogue on these issues within our journals.

Conclusion

In the past, *The Journal of Adult Education* has been an outlet for articles related to the training and education of adults for business and the workplace. Its successor, *AEQ*, has continued this tradition, with an increased emphasis and focus on research and theory. While the differences between this journal and *HRDQ* may be blurred relative to education and training for the workplace, *AEQ* is increasingly serving as a forum for scholars who take a critical perspective to HRD. The journal, however, continues to encourage all forms of scholarship related to HRD and no scholar should feel that the intellectual climate of *AEQ* is somehow inappropriate for their work. The future of publication in adult education and HRD faces a number of formidable challenges, both within the scholarly community and from quantum changes within society. Editors, reviewers, and the higher education community in general need to sustain conversation and dialogue around these issues, particularly within the pages of scholarly journals.